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ABSTRACT

This study examined how the needs of beginning teachers, teaching context, and the New Jersey District Induction Program affected beginning teacher induction success. This program compels districts to implement an induction program for traditionally prepared teachers during their first teaching year. From the 18 Bergen County (New Jersey) school districts that hired provisionally certified teachers, eight mentor/protege pairs were identified. The participants were elementary school teachers, predominantly female, and racially diverse. Participants completed interviews at the middle and end of the induction year. The questions discussed: (1) which beginning teacher needs affected induction success; (2) which teaching areas remained problematic; (3) how participants felt about program effectiveness; (4) which contextual variables affected success; (5) what district/state induction structures affected success; (6) how teachers' needs, context, and program interacted to affect success; and (7) implications for further induction program development and planning. Data analysis indicated that the districts were committed to the efficacy of induction. Both mentors and proteges believed that induction would ultimately positively affect the quality of education. The appendix presents statistics on direct outcomes. (Contains approximately 50 references.) (SM)

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MENTORING THE BEGINNING TEACHER: A STUDY OF INFLUENCING VARIABLES

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INTRODUCTION

The 1980s have been classified as a time of "national awakening" (Goodlad, 1990, p. 1) to the complexities of restructuring our schools. Educational problems ranging from high drop out rates to low test scores cannot be adequately and professionally addressed until the nation's leaders acknowledge that "the renewal of schools, teachers, and the programs that educate teachers must proceed simultaneously" (Goodlad, 1990, p. 4).

Goodlad (1990) reinforces this concept by declaring "that the education and training of teachers and principals must be closely tied to both the realities of schools and the conditions necessary to their substantial improvement". (p. 27) To further explain, Goodlad (1990) states :

> Substantial improvement, in turn, means much more than tinkering around the edges of what we now have. It means changing our schools in profound ways; the schools of tomorrow must be highly deviant from the schools of today. The required change will not occur if we continue to prepare teachers for school circumstances now prevailing. (p. 27)

The Mentoring Concept

One way to "prepare teachers for the school circumstances now prevailing" (Goodlad, 1990, p. 27) is to mentor the beginning teacher during the first year of employment. Mentoring, a paradigm with roots in ancient Greek mythology, encourages the novice to grow professionally and personally through the guidance of an experienced individual. This process can be defined as a "dynamic, reciprocal relationship in a work

environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both" (Healy & Welchert, 1990, p.17).

Previous research on mentoring in the business community had illustrated the importance of the mentor in both male and female professional advancement (Hennig & Jardim, 1977; Merriam, 1983; Phillips-Jones, 1982). In addition, Hall and Sandler (1983) determined that mentorship is equally important for women entering the professoriat. The mentor, according to Jung (1958), embodies "knowledge, reflection, insight, wisdom, cleverness and intuition" (p. 71). The mentor can be present in a situation where "insight, understanding, good advice, determination, planning, etc. are needed but cannot be mustered on one's own, often arriving in the nick of time to help the traveler along the journey" (Jung, 1958, p. 71).

Considering the influence of the mentor on the professional growth and well-being of the protégé in the business and academic arenas, mentoring programs are now being implemented extensively as a professional development strategy for the beginning teacher, as well (Wilder & Ashare, 1989).

Typically, mentorship of beginning teachers consisted of a one day orientation and a "view of teaching that...is a school-wide, hands-off ethic; let the new teacher sink or swim" (Dollase, 1992, p. 128). Hall (1992) posits that

> teachers are assigned a group of students, given the key to a classroom, introduced to their colleagues in a faculty meeting, and expected to teach. Teaching is one of the few professions in which the novice is expected to assume full responsibility from the first day on the job. (p.53)

Glickman (1990) contends that "in most professions, the challenge of the job increases over time as one acquires experience and expertise. In teaching, we've had it reversed. Typically, the most challenging situation a teacher experienced was in his or her first year" (p.vii). This process of inverse beginner responsibilities is expanded in Glickman's work, "The Supervisor's Challenge" (1985).

> ....administrators often place the most difficult and lowest achieving students with the new teacher....The message to beginning teachers is, 'Welcome to teaching. Let's see if you can make it'....If new teachers do make it, they pass their initiation rites onto the next group of beginners. (p. 38-39)

A novice teacher quoted in Nathalie Gehrke's (1987) On Being A Teacher complains about her initiation into teaching and thereby emphasizing Glickman's (1985) point: I wouldn't mind if someone came in and gave me pointers....I don't know if I'm ready for the principal, but I'm floundering....I talked to others and they feel the same.(p.48)

Lortie (1966) highlights the trials of the beginning teacher's first year by comparing the initial teaching year with Robinson Crusoe's struggle for survival.

> As for Defoe's hero, the beginning teacher may find that prior excellence supplied him with some alternatives for action, but his crucial learning comes from his personal errors; he fits together solutions and specific problems into some kind of whole and at times finds leeway for the expression of personal tastes. Working largely

> alone, he cannot make the specifics of his working knowledge base explicit, nor need he, as his victories are private. (p.59)

The new teacher is pressured by class size and diversity, management considerations, failure to master subject content, feelings of isolation and the inability to assimilate into the culture of the school environment. Overwhelming and time consuming non-teaching responsibilities, and lack of support from school building and central office leadership can negatively affect teacher's professional development (Darling-Hammond, 1984).

Rosenholtz (1985) concurs by reporting data that indicate that high levels of beginning teacher's frustration results from conflict with administration, student misbehavior and overwhelming workload with insufficient preparation time. In addition, beginning as well as experienced teachers may experience periods of vulnerability as changes in administration and grade level placement occur (Bowers & Eberhart, 1988).

Robert Bullough's (1989) study of a seventh grade beginning teacher during her first year and a half in the classroom yielded data that concurs with Darling-Hammond's (1984) and Rozenholtz's (1985) conclusions. The subject of his case study, Kerrie, lamented that:

> (Some) kids want to arm wrestle or hit. Punch fight. Some things like that. You just can't get them to settle back down. It's too late in that day. The morning kids aren't as bad. It's a smaller class, though. Twenty-five kids. Usually the other (core) class (across the pod) is

doing what we're doing so I can't say, "Shut up." The other class is being quiet! I feel frustrated. (Bullough, 1989, p. 28)

As a result of these seemingly overwhelming circumstances, beginning teachers may lose self confidence, become burnt out and leave the profession during the first 2 years. Heyns (1988) and Schlechty and Vance (1983) estimate that approximately 30% of beginning teachers do not teach beyond two years and that almost 40% leave the field within the first five years of teaching. The National Center for Educational Information (Fiestritzer, 1990) posited that the rate at which beginning teachers actually leave the teaching profession is twice that of the more experienced professional.

Mentoring as an Intervention Strategy

Mentoring is seen as a viable intervention strategy to combat entry level problems and concerns of the beginning teacher which has been promulgated by educational researchers and politicians alike. Acknowledging the necessity to improve teacher education and the need for support for beginning teachers, various reform documents, including: The Association of Teacher Educators' : Teacher Induction: A New Beginning, (Brooks, 1987); The Association of Teacher Educators' : Vision of Reform: Implications for the Education Profession (Sikula, 1986); Carnegie Forum's (1986): A Nation Prepared: Teachers for the 21st Century ; The Holmes Group's: Tomorrow's Teachers (1986); and National Council for the Accreditation of Teachers': Redesign (1985) have recommended that a period of teacher induction or mentoring be a part of the teacher education continuum.

Furthermore, noted professional journals such as Educational Leadership

(November, 1985), The Journal of Teacher Education (January-February, 1986; May-June, 1992) and Theory into Practice (September, 1988) have dedicated entire issues to the needs of the beginning teacher emphasizing the exigency for an induction or mentored first year. Educational theory is being translated into practice as state legislatures are mandating that provisions be made for the mentoring of beginning teachers (Wilder & Ashare, 1989) at least for the first year.

For example, the Department of Education of the State of New Jersey issued new regulations for certifying teachers effective September, 1993, which compel districts to implement a District Induction Program for traditionally prepared teachers during their first year of employment. This regulation mandates that the employing district must "(1) provide the new teacher with special on the job support; and (2) evaluate the new teacher's performance and recommend the issuance (or nonissuance) of a standard certificate at the end of the initial employment year" (Klagholz, 1992).

Leo Klagholz, then Director of the Division of Teacher Preparation and Certification, further clarifies his directives regarding the induction year for traditionally prepared teachers in his January 23, 1992, correspondence to all Chief School Administrators in the State of New Jersey:

> ....regulations are intended to provide new teachers with the support they need to succeed during the critical first year. They are also aimed at improving the quality of state decisions concerning standard certification by basing them in part on assessment of actual performance in a job setting. (p. 1)

Effects of Mentoring on the First Year Teacher

Data from several studies have indicated that mentoring actually increases the rate of retention of beginning teachers. For example, the New York Mentor Teacher Internship Program reported that 73 percent of beginning teachers who were mentored in 1986-87, 79 percent of those mentored in 1987-88, and 82 percent of those mentored in 1988-89 were still teaching in the internship districts (New York State Education Department, 1991, p. 1). Varah, Theune and Parker (1986) studied two groups of first year teachers. The experimental group (N-12), who received mentoring, indicated that nine members planned to be teaching in 5 years; whereas, three members of the control group (N-12), who did not receive mentoring, indicated that they planned to be teaching in 5 years. Odell and Ferraro (1992) studied 160 teachers, four years after their mentored year and concluded that approximately 96 percent of those teachers located were still teaching. They posit that "teacher mentoring may reduce the early attrition of beginning teachers" (p. 200).

In addition, Doane College in Nebraska instituted an induction program as a component of their teacher education program in 1983. During a follow up study in 1987, 24 of the 25 teachers remained in the teaching profession (Hegler & Dudley, 1986, p. 54). It can be inferred that mentoring or induction programs can have a positive effect on the retention of teachers.

The Mentoring Process

The mentoring or induction process can occur during a narrowly defined mandated program, as in the New Jersey District Induction Program, or it may occur as a natural

and spontaneous result of a novice looking for guidance (Hardcastle, 1988). Huling-Austin (1990a) broadly defines induction or mentoring program using Zeichner's (1979) construct as a "planned program intended to provide some systematic and sustained assistance, specifically to beginning teachers for at least one year" (p 536). In the case of the New Jersey District Induction Program, the beginning teacher will be observed with a conference no less than one time every two weeks by members of the support team, which consists of the principal and the mentor. The beginning teacher will undergo a formal evaluation after ten weeks. Subsequently, the beginning teacher will be observed with a conference at least four times by the members of the support team during the next twenty weeks. The teacher will be formally evaluated at the end of 20 weeks and again at the end of 30 weeks. At the conclusion of the induction process, the beginning teacher will receive a recommendation for or against standard certification. As the New Jersey District Induction Program is in its second year, it is imperative that it be investigated for effectiveness and goal attainment.

Huling Austin (1986, 1990a) contends that five general goals can be reasonably expected from teacher induction programs: (a) to improve teaching performance, (b) to increase the retention of promising beginning teachers, (c) to promote the personal and professional well being of beginning teachers, (d) to satisfy mandated requirements related to induction and certification, (e) to transmit the culture of the system to the novice teacher.

In addition to these purposes, Odell (1987a) states that induction programs should foster adult professional development, as well.

Variables in the Mentoring Process

Goal setting is an integral part of any program development; however, when designing induction or mentoring programs the scope and complexity of many influencing variables can make mentoring "squishy business" (Huling-Austin, 1990b). Three variables have been identified as being critical to the induction process. These variables such as the personal and professional needs of the beginning teacher, the teaching context and the induction support program affect the efficacy of induction (Huling-Austin, 1990b).

These variables have been studied extensively over the past decade. The literature is replete with detailed analyses (Huling-Austin, 1990a) of these variables in isolation and their impact upon induction success. However, as Huling-Austin (1990b) recommended, there needs to be an acknowledgment of the fact that these variables do not act in isolation and that mentoring is a very complex process.

> The sooner it is recognized and accepted that both the role of the mentor and the mentoring process are highly complex, the sooner greater degrees of meaningful mentoring will take place between experienced and novice teachers in school settings across the country. (p.50)

The premise that the variables of the professional needs of the beginning teacher, teaching context and the New Jersey District Induction Program can and do relate induction success is the underlying question for this research. In addition, the study of this induction or mentoring process is timely and necessary and would investigate the effectiveness of the New Jersey District Induction Program by measuring the degree to

which program goals were attained.

This research premise infers that mentoring is an intricate, ongoing progression which is affected by a myriad of variables in an educational setting. The concomitant influences of these variables was studied to determine the effectiveness of induction or mentoring programs as an intervention strategy for meeting the professional needs of the beginning teacher, to improve teaching performance, to increase the retention of the promising beginning teacher, to promote the personal and professional well being of teachers, to satisfy mandated requirements related to induction and certification and to transmit the culture of the system to the novice. (Huling-Austin, 1986, 1990a)

To study the variables in isolation would negate the fact that these variables exist concurrently and interactively. The fundamental purpose of this research will be to study the variables of the needs of the beginning teacher, teaching context and the New Jersey District Induction Program and how they affect or relate to induction success.

The Subjects

In order to identify participants, a letter addressed to all Bergen County, New Jersey, superintendents (N=66) was mailed asking them to indicate whether their districts had hired provisionally certified teachers, specifically, those with Certificates of Eligibility with Advanced Standing. It also asked if they would be willing to participate in this research study during the 1994-1995 academic year. Fifty percent of the districts responded. Of those responding, 18 districts indicated that they hired provisionally certified teachers and would be interested in participating in this study. This produced a subject yield of 40 pairs.

A proposal and response form was mailed to the 18 districts. A total of eight mentor/protégé pairs were identified through this process who were employed in a total of four Bergen County districts.

Three participating districts were K-8; one was K-12. Participants considered one district to be lower to middle class and three districts were middle to upper class. In two districts, racial composition was primarily Caucasian with Asian and Pacific Islanders represented. Two districts were primarily Caucasian with a more equal representation of Asians and Hispanics. The African American community was marginally represented in all districts.

Characteristics of Sample

The sample pairs were elementary school teachers from four Bergen County Districts. Grades Kindergarten, three and seventh and eighth departmental math were represented. The proteges were provisionally certified, first year teachers in New Jersey

public school districts who were traditionally prepared. All proteges were in hiring pools of 600 candidates or more for their respective positions.

Seven of the eight pairs were female; one pair consisted of a female mentor and male protégé. One protégé was mentored for a half year and another school and completed the state regulated induction program at mid-year. However, the district continued to follow induction guidelines as if the protégé were a traditional first year teacher. Five proteges had been employed as substitutes or as classroom aides prior to this position. Three proteges were "riffed" in one district as a results of district restructuring.

The four mentors possessed B.A. degrees with four years to 20 years experience. Credits past the B.A. ranged from nine credits to 30 credits. Four mentors possessed master's degrees with 15 to 34 ½ years of teaching experience. Two mentors attained 40 or more credits past their master's degrees. Two mentor teachers were cooperating teachers for student teachers during their protégé's induction year, as well.

Data Collection Techniques

As naturalistic inquiry is the paradigm upon which this study has been developed, it was necessary to formulate data collection strategies that were congruent to this methodology and which would provide adequate descriptive data. A two part partially structured interview defined by Singleton, Straits, and Straits (1992) or as an open ended interview (Patton, 1990)which allows for probing and further clarification by the interviewer would yield appropriate descriptive data. A two part interview schedule was developed in which each participant was interviewed at the middle and end of the

induction year. The following major questions served as the framework for protocol development:

1. What beginning teacher needs inhibited/promoted induction success?

2. At the beginning, middle and end of the year, what teaching areas are still problematic?

3. What were the perceptions of the beginning teacher and mentor of the effectiveness of the induction program?

4. What contextual variables inhibited/promoted induction success?

5. What district/state induction structures inhibited/promoted induction success?

6. How did the variables of teachers' needs, context and program interact to inhibit/promote induction success?

7. What are the implications for further induction program development and planning as a result of the analysis of the concomitant relationships of these three variables on induction success?

Data Recording

Data was collected utilizing three basic methods: audio-taped recording of the structured interviews, typewritten transcripts of the structured interviews and field notes.

Treatment of Data

Complete transcripts were made of all 16 interviews. All transcripts were checked against the original tapes of accuracy and comprehension. Field notes were filed with the corresponding interviews. Subsequently, each interview was coded for "regularities and

patterns "(Bogdan & Bilken, 1992, p. 116) to develop a format for data reduction and analysis.

Each interview was divided into seven sub-sections which specifically addressed the major research questions. Specifically, the three broad areas of beginning teachers' needs, the context and the district induction program were subdivided into narrower categories of assistance, problematic teaching areas, induction goals, New Jersey Induction Program, school and community context and variable dominance. The answers were grouped into one of the major sections and recorded on tally sheets. Data summaries are graphically presented in Appendix A.

Data reported are separated into two groups reflecting within case/mid-year and within case/end year responses. Subsequently, data were analyzed and reported to compare and contrast mid-year and end-year across case responses to determine if there is an appreciable difference between the middle and end year in teaching competencies and socialization and which variable, if any, played a major role in impacting the induction process. Special attention was given to the possible interactive relationship among the variables to induction success of failure.

An independent reviewer analyzed the transcripts and coding to assure non-partiality.

RESULTS AND CONCLUSIONS

The results of this study support much of the research previously cited. The participants of this study discussed in detail the nature of the assistance required by the protégé, problematic teaching areas, induction goals, the New Jersey Induction Program, the school and community context and the concomitant influences of the three dominant variables - needs, context and the New Jersey Induction Program.

Their responses underscore the efficacy and need for induction for the beginning teacher (Huling-Austin, 1990a), as well as support a congruency with Veenman's (1984) work on beginning teacher needs and their placement in the teaching career cycle (Gregorc, 1973). In addition, induction program goal attainment (Huling-Austin, 1990a) and a reemphasis of the influence of the context (Rosenholtz, 1989) on the beginning teacher were also addressed by the participants. In the participating districts, it was apparent that as Schlechty and Whitford (1989) contended the "role structure of the schools is modified to accommodate the expectation that schools have a legitimate responsibility for the education of teachers as well as for the education of children" (p.443). These districts were committed to the efficacy of induction as evidenced by the support and training structures that were provided for both the mentors and proteges. Wilder and Ashare (1989) analyzed purposes and features of induction programs within the fifty states. Although not specific in some areas, the New Jersey Induction Program did make provision for technical assistance, professional support and personal support tasks.

The small sample required that the researcher delineate responses into two categories: (a) more frequent responses or higher need (5 or more) and (b) less frequent responses or low need (4 or less). Appendix A identifies response frequencies. Conclusions rendered from analysis are those that reflect changes at end year.

I. Beginning Teacher Needs -What beginning teacher needs inhibited/promoted induction success?

Beginning teacher needs as defined by Veenman in his 1984 meta-analysis of 83 studies are instructional and pedagogical skills that require support from the mentor and the support team. Veenman (1984) cites the following as the most frequently stated problems in rank order: (a) classroom discipline, (b) motivating students, © dealing with individual differences, (d) assessing students' work, (e) relationships with parents, (f) organization of class work, (g) insufficient materials and supplies and (h) dealing with the problems of individual students (p.160).

These beginning teachers' needs, in addition to other pedagogical areas, were addressed separately during the interview process at the mid-year and end-year point using (a) Assistance: motivating students, high risk students, identifying student needs, discipline and management, developing homework assignments; evaluating student learning, designing teacher made tests, interpreting standardized test scores, planning lessons, interpretation of school and district policy; interpretation of school culture and participating in faculty social functions and (b) Problematic Teaching Areas: strategies, assessment, motivation, discipline, content, classroom management, planning,

pacing/scheduling/transitions, technology, managing parents and none as a paradigm for analysis.

A. Assistance

1. Motivating Students - At mid-year and end-year both mentor and protégé response rates were above four. A response of four or more is considered to be a more frequent rate of responding.

2. High Risk Students - The mentor response rate at mid-year and end-year was above four with a decrease of one. This indicates that mentors considered this to be an area of consistent need. Meanwhile, at mid-year and end-year the proteges' response rate was below four with an addition of one. They did not perceive this as a need area.

3. Identifying Student Needs - At both interview points, seven mentors indicated that this was a support area. This is an area of need. Five proteges at mid-year and three at end-year responses indicated that by end-year they did not need assistance in this area.

4. Discipline and Management - This was considered to be a high need area for mentors at mid-year and end-year; the proteges considered this to be critical at mid year but reduced their responses by one to four at end-year.

5. Development of homework assignments - For both mentors and proteges mid-year and end -year responses were below four reflecting a less frequent response rate.

6. Evaluating student learning - This is a high need area. At mid year

five mentors provided assistance and this increased by two by end-year. The proteges had seven responses at mid and end-year indicating a higher need area.

7. Designing teacher made tests - This is a low need area as mentor responses increased by one to four at end-year, whereas proteges responses decreased to zero at end-year.

8. Interpreting standardized test scores - Whereas five mentors responded at mid-year by end year responses were reduced and can be considered a low area of need. Proteges responses increased by one but are still in low need areas.

9. Planning Lessons - Mentors' responses, though reduced at end-year, indicated that this is still a need area. Conversely, proteges' responses reflect that this is a low need area.

10. Interpretation of school and district policy - This is an area of high need as reflected by consistently frequent responses by the mentors and proteges.

11. Interpretation of school culture - Both mentors' and proteges' responses indicate that this was still a high need area at end-year.

12. Participation in faculty social functions - By end year, mentors considered this to be an area of low need. Proteges still considered this a support area at end-year.

Summary - Mentors perceived that assistance was required at end-year in the following areas: motivating students, high risk students, identifying student needs, discipline and management, evaluating student learning, planning lessons, interpretation of school district policy, interpretation of school culture. Proteges consider that the

following areas needed support at end year: motivating students, discipline and management; evaluating student learning, interpretation of school and district policy, interpretation of school culture and encouragement to participate in faculty social functions.

In one area, designing tests, both groups perceived this as a low need area. Proteges, however, considered that high risk students, identifying students needs, and planning were not need areas at end-year. It can be inferred that beginning teacher needs remained consistent throughout the course of the induction year and required assistance.

B. Problematic Teaching Areas.

The problematic teaching areas of strategies, assessment, motivation, discipline, content, classroom management, planning, pacing/scheduling/transitions, technology and managing parents were not considered to be concern areas for most participants. In addition, a high number of mentors at end-year concluded that their proteges did not have problematic teaching areas. Proteges, however, did select one of the above areas as a problem area but without any one area being cited more frequently. This refutes Veenman's (1984) work, as well as the work of Wildman et al. (1989) and Feiman-Nemser and Floden (1986) who cite management and parents to be problem areas.

II. Goals for Induction - What district/state induction structures inhibited/promoted induction success?

Huling-Austin's (1990a) criteria for induction goals was investigated by this study. The following responses indicate whether or not the mentor or proteges perceive that

these goals are being achieved by the New Jersey District Induction Program. A response rate of four or below was considered to be a less frequent response; while a rate of five or above was considered to be a more frequent response.

A. Improves teaching performance - Mentor and protégé responses concur that induction improves teaching performance at end-year.

B. Increases Retention - Responses were moderate around four and five at mid and end-year points for the participants. However, responses do indicate that this goal is being achieved.

C. Promotes personal and professional well being - There is a high rate of support for this goal. Responses indicate that this goal is attainable.

D. Satisfies mandated state requirements - There was a high rate of accordance with both mentors and proteges for this goal.

E. Transmits school and district culture - There were high rates of concurrence in mentor and protégé responses for this goal.

Summary - All stated goals are attainable within the structures of the New Jersey District Induction Program.

III. New Jersey District Induction Program - A response rate of four or below was considered to be a less frequent rate of response; a response rate of five or above was considered to be more frequent rate of response.

A. Adequacy of Observation Guidelines - By end-year, both mentors and proteges agreed that observation guidelines were adequate.

B. Adequacy of Conferencing Guidelines - Mentors and proteges concurred

that conferencing guidelines were adequate as outlined by the District Induction Program.

C. Adequacy of Evaluation Guidelines - Participants concurred that evaluation guidelines were adequate.

D. Adequacy of Support Team Guidelines - Pairs considered support team guidelines to be appropriate and adequate.

Summary - Mentors and proteges considered all parameters of the New Jersey Induction Program to be acceptable and appropriate to their situation.

IV. Context - What contextual variables inhibited/promoted induction success?

Context, as defined by Huling-Austin (1990a) is considered to be the situation in which the induction or support program is implemented. Response rates of four or below are considered to be a less frequent rate of responding; whereas response rates of five or above are considered to be more frequent rates of responding.

A. Adequacy of conferencing time within context - At mid-year mentor response was negative; however, at end-year mentors considered conference time to be adequate. At mid-year, protégé response was high (eight) ; however, was reduced to five at end-year. This, however, still constitutes a more frequent response.

B. Formal Meetings - Mentors' response rate was high; however, proteges' response was low at four answers at end-year.

C. Informal Meetings - Both mentors and proteges responded positively with high rates.

D. Proximity of Classrooms - Both mentors and proteges had high or frequent rates of responding. Classrooms were in close proximity to one another.

E. Formal Observations by Mentor - Mentor response to this question was low; whereas proteges indicated that they were formally observed by their mentors.

1. Pre-Conferences - Mentors had a low response rate; conversely, proteges stated that they indeed had pre-conferences.

2. Post-Conferences - Mentors had a low response rate; conversely, proteges stated that they had post-conferences.

F. Audio/Video Taping of Lessons - Both proteges and mentors had low rates of response at mid-year and end-year (zero for both).

G. Journal - Both mentors and proteges had low rates of response at mid-year and end-year (zero for both).

H. Mentor's response style.

1. Mentor provided support only when asked - Mentors had a less frequent rate of response at both mid-year and end-year; whereas proteges' response rate was more frequent and indicated that mentors provided support only when asked.

2. Initiated formal and informal visits/interactions - Mentors had a high rate of response at mid-year and end year; whereas the protégé responded positively at mid-year, but the response rate dropped to four at end-year.

3. Acceptance of full responsibility for professional growth - Both mentors' and proteges' responses at mid-year and end-year indicate a less frequent rate of response. Mentors did not accept full responsibility for professional growth.

I. School staff support of induction concept - There was a high/positive response rate for both the mentors and proteges. The school staff did support mentorship.

J. Principal Participation - Both mentor and protégé responses at mid-year and end-year indicate positively that the principal had a high degree of participation in the induction process.

K. Parental involvement - There were high frequency of responses for both mentors and proteges. Parental involvement at all districts was considerable.

Summary - In general, conferencing time was considered to be adequate. Mentors stated that they did not formally observe, while the proteges indicated they did. Induction year guidelines recommend that mentors do not formally observe their proteges for evaluation purposes as it can negatively affect their relationship. Mentors' response style was primarily a combination of initiation and response when asked. This tentatively supports the constructs of traditional mentors as defined by Phillips-Jones (1982). It also appears that the mentors do possess strong intra and inter-personal skills as well as strong pedagogical competencies (Odell, 1989). The school community, faculty, staff and principal are supportive of the mentoring process which is congruent to Rosenholtz's (1989) convictions regarding optimum workplace conditions.

These results concur with Rosenholtz' (1989) recommendations for teacher induction programs: proteges need clear goals, appropriate classroom assignments; regular encouragement and positive school ethos or climate.

V. Variable Dominance - How did the relationships of the variables of the teachers' needs, context and program inhibit/promote induction success?

Response rates of four or less were considered to be less frequent; whereas response rates of five or more were considered to be more frequent.

A. Dominant Variable -Which of the three variables played a dominant role in affecting induction success?

1. Needs - Needs was not considered to be a dominant variable as response rate was low.

2. Context - Mentors considered, at end-year, context to be a dominant variable. At end year, proteges considered this variable to be insignificant.

3. New Jersey District Induction Program - Neither proteges nor mentors considered the Induction Program to be dominant.

4. Other variables provided - None, all, and needs and context were cited by either mentors or proteges. Response rates were not high enough to consider that these variables were dominant.

B. Minor Variable - Which of the three variables played a minor or less prominent role in affecting induction success?

1. Needs - This was not considered to be a minor variable by neither mentors nor proteges.

2. Context - This was not considered to be a minor variable.

3. New Jersey Induction Program - This was considered to be the minor variable impacting induction success.

Summary - Context was considered to be the dominant variable that promoted or inhibited induction success. The New Jersey Induction Program was considered to be the minor or least significant variable which promoted induction success. Huling-Austin (1990b) stated that the variables of beginning teachers' needs, context and the induction

program should not be studied in isolation. This study highlights the interactive relationships of needs, context and program upon induction success with context being the dominant or primarily influencing variable. The context is the site in which the Program has been implemented; in this regard, it can be inferred that the variables are influencing but they do not influence with equal weight.

VI. Global Impressions of Induction -Will it improve the quality of education today?

Both mentors and proteges concur that induction will ultimately positively affect the quality of education today. It can be inferred that if beginning teachers receive support in need areas then teaching competencies will improve and therefore produce strong student outcomes.

Considerations for Future Research

At the conclusion of the data collection process, additional restrictions to successful replication of the study became apparent.

1. Qualitative research with small sample sizes and content specificity may impede generalizability to other related areas.

2. As this is the second year of the New Jersey District Induction Program, the number of pairs available to be studied was limited as districts are slow to implement this new program. Frequently cited reasons for district reluctance to implement the program were time constraints, more paper work and a glut of permanently certified teachers available for hire.

3. The differences between proteges regarding their needs and competencies

and variation between district contexts, such as socio-economic level, cultural diversity, district and principal support may affect generalizability.

4. Although confidentiality was guaranteed, possible protégé and mentor reluctance to respond honestly may impact conclusions.

5. Possible interviewer bias when probing for clarification of answers.

6. Sample was selected from districts in Bergen County, New Jersey. Data may not generalize to other districts.

7. Sample was obtained from districts that are somewhat homogeneous in regard to socio-economic level and ethnic and racial composition. Data may not generalize to other districts within the state.

8. All proteges were hired from a competitive pool of candidates. As a result, proteges were excellent college students and very competent first year teachers. They may not be representative of the typical first year teacher in regard to pedagogical skills and competencies.

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Appendix A - I

Across Case Direct Outcomes

		Number of Responses Mid Year		Number of Responses End-Year	
		Mentor	Protege	Mentor	Protege
I.	Needs				
A.	Assistance				
1.	Motivating	5	7	5	5
2.	High Risk students	7	2	6	3
3.	I.D. Student Needs	7	5	7	3
4.	Discipline	7	5	6	4
5.	Dev. Homework Assignments	3	2	2	0
6.	Evaluating student Learning	5	7	7	7
7.	Designing Tchr. Made Tests	3	3	4	0
8.	Interpreting Test Scores	5	3	2	4
9.	Planning Lessons	7	3	5	4
10.	Interpretation of school/district policy	8	7	6	7
11.	Interpretation of school/district culture	6	6	5	5
12.	Participation in faculty social functions	6	6	2	5

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Appendix A - II

Across Case Direct Outcomes

		Number of Responses Mid-Year		Number of Responses End-Year	
		Mentor	Protege	Mentor	Protege
B	Problematic Teaching Areas				
1.	Strategies	0	0	0	0
2.	Assessment	0	1	0	0
3.	Motivation	0	1	0	2
4.	Discipline	0	0	1	0
5.	Content	0	2	0	2
6.	Classroom Management	2	1	0	2
7.	Planning	2	0	0	0
8.	Technology	1	0	0	0
9.	Managing Parents	1	1	0	1
10.	Pacing/Transitions/ Scheduling	1	2	1	2
11.	None	1	0	5	1

Appendix A - III

Across Case Direct Outcomes

	Number of Responses Mid-Year		Number of Responses End-Year	
	Mentor	Protege	Mentor	Protege
II. Goals				
1. Improves teaching performance	6	4	8	6
2. Increases retention	5	4	5	4
3. Promotes personal/ professional well being	8	5	7	5
4. Satisfies mandated state requirements	8	8	8	8
5. Transmits school/ district culture	7	3	8	7
III. NJ District Induction Program				
1. Observation guidelines	7	5	5	8
2. Conferencing guidelines	7	8	4	8
3. Evaluation guidelines	8	7	5	6
4. Support team guidelines	8	8	7	8

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Appendix A - IV

Across Case Direct Outcomes

	Number of Responses Mid-Year		Number of Responses End - Year	
	Mentor	Protégé	Mentor	Protégé
IV. Context				
A. Conference Time Adequate	4	8	5	5
B. Formal Meetings	7	4	3	3
C. Informal Meetings	8	8	8	8
D. Proximity of Classrooms	7	7	7	5
E. Formal Observations				
1. PreConference	2	3	3	0
2. PostConference	3	7	4	2
F. Audio/Video Taping	0	0	0	0
G. Journal	0	0	0	0
H. Mentor's Response Style				
1. Support when Asked	2	6	3	5
2. Initiated Visits	8	6	5	4
3. Acceptance of Responsibility	2	3	0	0
I. School Staff Support	5	7	7	7
J. Principal Participation	8	8	8	8
K. Parental Involvement	8	8	8	8

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Appendix A - V

Across Case Direct Outcomes

	Number of Responses Mid-Year		Number of Responses End-Year	
	Mentor	Protégé	Mentor	Protégé
V. Variable Dominance				
A. Dominant Variables				
1. Needs	1	1	3	6
2. Context	4	5	4	2
3. NJ Induction Program	0	1	2	0
4. None	1	1	0	0
5. All	1	0	0	0
6. Needs and Context	1	1	0	0
B. Minor Variable				
1. Needs	1	0	1	0
2. Context	0	1	0	0
3. NJ Induction Program	7	6	5	8
4. Not Sure	0	1	2	0
V. Global Impressions of Induction				
1. Will improve Education	8	8	6	5

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